



“十二五”普通高等教育本科国家级规划教材

Student's Book

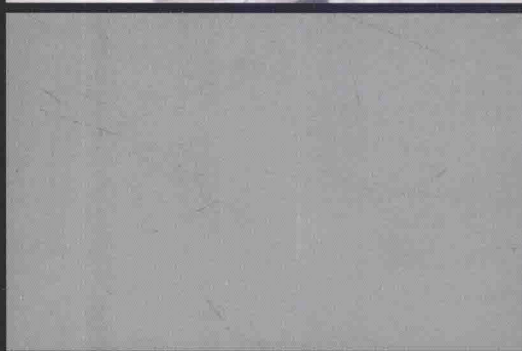


艺术类 大学英语 1

College English for Art Majors

(第2版)

总主编 余渭深
主 编 朱万忠 韩 萍



重庆大学出版社

<http://www.cqup.com.cn>

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主 编 朱万忠 韩 萍

副主编 杨晓斌 李文英

编 者 (按姓氏笔画排列)

王 艳 兰 橙 朱万忠 李文英 何 冰

杨晓斌 林海明 梅玉华 韩 萍

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邮编: 401331

电话: (023) 88617190 88617185(中小学)

传真: (023) 88617186 88617166

网址: <http://www.cqup.com.cn>

邮箱: fxk@cqup.com.cn(营销中心)

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AR 艺术类大学英语

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前言

多年以来,如何提高艺术类专业学生的大学英语教学质量一直是国内大学外语教学界所关注的重要问题之一。一般来讲,艺术类学生对于普通模式的大学英语教学不是那么感兴趣,他们在英语基础和英语学习热情等方面与其他专业学生存在着较大的差别。针对这些差别,如何调动学生的学习积极性,如何为学生开设符合学生实际英语水平、符合学生实际需求、符合学生认知特点的英语课程,是提高教学质量关键所在。

不论是原《大学英语教学大纲》,还是《大学英语课程教学要求》中,都没有针对艺术类专业学生作出专门规定。因此,长期以来,在大学英语教学中,他们在英语基础、认知倾向、性格特征、兴趣诉求和学习策略等方面的特殊性往往没有得到足够的重视,造成了很多方面的错位,阻碍了英语学习的进步。其主要错位有以下三个方面。

第一,英语水平和认知能力的错位。艺术专业学生的专业基础和认知能力达到了大学程度,但是英语水平却远未跟上。

第二,兴趣诉求和语言素材主题的错位。艺术专业学生对于与自己专业的文化知识和提高英语水平都很有兴趣,但是这种兴趣诉求在以通识知识为主要内容的大学英语课堂上却往往得不到满足。

第三,学习策略方面的错位。艺术专业学生好动不好静,采用的学习策略倾向于亲身参与体验,一般的大学英语教材难以激发他们参与学习、体验创新等过程的积极性。

要帮助学生克服这种种错位不是一件轻而易举的事情,需要我们对这类学生的英语教学进行新的设计,包括教学大纲、教材编写、教学方法等多方面的改革。其中教材编写是整个教学改革设计的关键所在。

基于这些认识和对学生的需求分析,重庆大学出版社组织多位专家和一线教师编写了全新的《艺术类大学英语》系列教材。在编写中我们遵循《大学英语课程教学要求》的基本精神,在语言能力的培养上既考虑学生起点低的现实,也考虑《教学要求》的规定,实事求是地提高学生的英语水平,帮助学生逐渐达到《教学要求》的一般要求,力求使这套教材具有以下特点。

第一,以文化为导向,突出艺术领域的通识文化。在充分考虑艺术类学生专业兴趣的前提下,尽量拓展各类艺术专业相关的文化背景,突出艺术教育的通识文化知识,充分挖掘相关的艺术史和社会题材。

第二,各分册之间以及与后续课程的无缝衔接。本系列教材分基础教材和专业应用教材两部分。1—4册综合类为基础教材,贯穿3条基本线索,即艺术主题、功能语言和文化。主题选择分别按照艺术家、艺术作品、艺术与社会、艺术与人生的顺序编排。语言技能安排:1册着重训练叙述能力(narration);2册着重训练描写和说明能力(description and exposition),3册和4册着重训练论证能力和批判思维能力(argumentation and

critical thinking)。文化线索着眼于培养学生的跨文化交际能力。与第4册综合类平行的第4册专业应用教材,按艺术类各主要分支学科分别编写,独立成册,包括音乐类、舞蹈类、美术类,艺术设计类,戏剧类、影视类、广播类等,强调各专业的语言交际特点和文化背景,帮助学生从综合英语学习有效过渡到后续专业英语课程的学习。

第三,循序渐进的练习模式和体验式的学习策略。遵循controlled – semi-controlled – free的顺序设计语言练习。首先围绕单元主题开展相关的语言技能学习,将词汇和句型学习融合到相关练习中的提示和范例中去,为学生学习起到引领作用。强调通过模仿去学习语言,鼓励学生学用结合、鼓励参与、鼓励体验、鼓励模仿。练习任务的设计也着眼于与他们未来职业相关的交际场景,特别设计了场景链接(Scenario Link)模块,鼓励场景再现和团队协作,为学生提供未来真实艺术场景的模拟语言训练,使学生的英语学习与今后的艺术活动紧密联系起来,做到学以致用。

第四,教材的人文性和工具性。本教材以学生的专业通识知识为基础,重点发展学生的基础英语能力,力求有效地把语言学习、文化交流和艺术背景融为一体,既是英语学习教材,也不失为一套艺术小百科。选材大多是艺术史中著名的艺术家和经典的艺术作品,令人赏心悦目,陶冶情操。

第五,艺术浓郁的版式设计。考虑到艺术类学生的思维特点,教材版式的设计感和艺术感较强,既能够通过充分调动其审美情趣来激发学生英语学习的兴趣,又能够通过唤起其形象记忆来提高他们的学习效率。

第六,配套完善,轻松教学。本套教材充分利用多媒体现代技术,开发了多媒体学习光盘和电子课件,使课堂教学更加生动有趣,也极大地减轻了教师的备课工作量,让老师腾出更多时间进行创新型教学的思考和准备。后续推出的教学资源平台和学术交流平台,为教师从事艺术类大学英语教学和科研提供优质服务。

基于以上特点,本教材一定能够推动相关学校的艺术类大学英语教学改革,为学生提供一套适合反映自己的专业文化、适合自己的学习特点、适合自己语言发展水平的好教材。希望通过这套教材,艺术专业学生英语学习不再艰难,他们会发现学在其中、用在其中、也乐在其中,着实提高他们的英语能力。

希望更多的老师通过对本教材疏漏和错误的指正,也通过对教材的创造性使用,加入到这种再创造的有益的尝试中来。

编者

2015年1月

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Unit 1



Musicians

Introduction

In this unit, you will:

- Learn how to greet people and talk about yourself.
- Learn about some famous musicians.
- Improve your listening, reading and writing abilities.
- Enhance your cultural awareness: Ways of greeting in different cultures.

Lead-in

- 1 Here is a piece of music by Mozart. Do you know its title? Can you hum it? Write the title of the music in the space provided.



Allegro Mozart

- 2 Listen to the music above. Tell each other how you feel about it, using the words and expressions in the box below when necessary.

Useful Expressions

relaxing	exciting	graceful	elegant	lively	slow-moving	emotional	sad
It's so cool!				It's so wonderful!			
It's really appealing.				It doesn't sound like music.			
It's noisy to me.				It's driving me crazy.			

Module 1 Learn to Talk

In this part, first you are going to learn how to greet and introduce people. Then you are going to practise listening for some key information about Bach and Chopin.

Meeting New Friends

- 1 John and Mary meet each other for the first time on campus. Listen to the model dialogue, and underline the expressions of greetings and introductions.

John: Hi! I'm John Smith.

Mary: How do you do, Mr. Smith. My name is Mary Brown.

John: But you can call me Johnnie. Can I call you Mary, Miss Brown?

Mary: Yes, please. It's nice to meet you, Johnnie.

John: Nice to meet you, too.

Mary: I'm a freshman here. What about you, Johnnie?

John: Me, too. I study music in the Academy of Arts at Chongqing University.

Mary: That's interesting.

John: What do you do, Mary?

Mary: I'm a student in Meishi Film Academy.

John: We are probably going to be in the same English class.

Mary: That would be great!

Culture Tips: Addressing

- In China, the surname comes first and then the given name. E.g. 王亮
- In the West, the given name comes first and then the surname or family name. E.g. John Smith.
- Men are addressed as Mr., married women as Mrs. before their husbands' surnames, and unmarried women as Miss. Ms. is addressed to women who are either married or single.
- In an informal situation, westerners will introduce each other by the first name or the given name, without titles.
- Faculty should be addressed using their title and last name. E.g. Professor Smith.

- 2 Practise the dialogue above with your partner, using the expressions in the box below.

Useful Expressions

Hello! / Hi!

How are you?

How do you do?

Good morning / afternoon / evening!

Pleased to meet you.

(It's) Nice to meet you.

Glad to meet you.

- 3 Listen to the conversation among James, Wang Dong and Cathy from an English class. Fill in the names of the speakers with the following pictures.



a. _____



c. _____



b. _____

- 4 Listen again and decide whether the following statements are true (T) or false (F).

- _____ (1) James is 28 years old.
 _____ (2) James is from Britain.
 _____ (3) Cathy is married and has one child.
 _____ (4) Cathy has come to China to study Chinese painting.
 _____ (5) Wang Dong studies graphic arts.
 _____ (6) Wang Dong is Japanese.

Useful Expressions and Patterns

■ Introducing yourself	Hi, I'm Peter George. My name is Rebecca Brown. I'm called John.
■ Talking about your major	I major in music. I'm an art student. I study Chinese painting.
■ Talking about your interests	I'm interested in... I enjoy playing the piano in my free time. I like listening to pop music when I'm not studying.
■ Asking about personal information	Where do you come from? Where do you live? Do you have any brothers or sisters?
■ Asking about interests	What do you do in your free time? Do you like sports/traveling? What kind of movies/music do you like?

- 5 Go around the class, and try to get some information about your classmates with the help of the expressions above.

The following sample may be useful for you.

A: Hi! My name's...

B: Hello. I'm... Nice to meet you.

A: Good to meet you, too. Could you tell me a little about yourself?

B: Sure. What do you want to know?

A: Well, where were you born?

...

- 6 Introduce your new friend to the whole class with the help of the following expressions:

"I'd like to introduce... She was born in..., but she grew up in..."

Stories of Musicians



Chopin



Bach

Before You Listen

- 1 Do you know how to read the following proper names and words? Try to read them aloud.

Proper Names

Johann Sebastian Bach /dʒəʊ'hæənə si:'bæstjən bɑ:k/

Germany

St. Thomas Church

Eisenach /'eɪsnɑ:k/

Leipzig /'laɪpʒɪk/

Felix Mendelssohn /'fi:lɪks 'mendlsn/

St. Matthew Passion /seɪnt 'mæθju: 'pæʃən/

Frédéric Chopin /'fredərɪk tʃɒpɪn/

Warsaw

Poland

Paris

Words

organist

director

keyboard instrument

concerto

duke

composer

orchestra

pianist

prince

genius

choir

patriotic

- 2 What do you know about the two musicians Bach and Chopin? Share your knowledge with your partner.

While You Listen

- 1 Listen and answer the questions about Bach and Chopin. Check (✓) the correct box.

Who...	Bach	Chopin
(1) was born in Germany?	<input type="checkbox"/>	<input type="checkbox"/>
(2) was Polish?	<input type="checkbox"/>	<input type="checkbox"/>
(3) was brought up by his older brother?	<input type="checkbox"/>	<input type="checkbox"/>
(4) gave his first concert at the age of eight?	<input type="checkbox"/>	<input type="checkbox"/>
(5) never went back to his motherland?	<input type="checkbox"/>	<input type="checkbox"/>
(6) held three major jobs in his life?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(7) wrote all kinds of music for organ and other keyboard instruments?	<input type="checkbox"/>	<input type="checkbox"/>
(8) died at the age of 39?	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Listen again and fill in the following table about the influence of family on Bach and Chopin.

	Family influence
Bach	<p>(1) His father was a _____.</p> <p>(2) He came from a long line of _____ – over 300 years' worth of Bachs all worked as _____.</p> <p>(3) His older brother was a _____ organist.</p>
Chopin	His mother introduced him to the _____.

After You Listen

Discuss the following questions in groups.

- 1 Does your family have an influence on you in learning art?
- 2 Who introduced you to music/painting/dancing...?

Module 2 Learn to Read

In this part, you are going to read two passages about the musicians Beethoven and Mozart respectively. After reading, you are going to practise your comprehension and learn to use some English words and phrases.

Warm-up

- Communicate with other students about the questions.
 - (1) What do you know about Beethoven?
 - (2) Do you listen to classical music? If so, which artists or pieces? If not, why?
 - (3) Great musicians are all geniuses. Do you agree or disagree? And why?
- Watch a video clip about Beethoven's life, and then tell each other what you've heard about the great composer.
- Consider the titles of the reading passages below. Write down three questions that you might expect to be answered.

Passage A

Life of Beethoven



Ludwig van Beethoven was born on December 16, 1770, in Bonn, Germany. His father, who was a singer, was his first teacher. After a while, even though he was still only a boy, Ludwig became a traveling performer, and soon he was supporting his family. In his early twenties Beethoven moved to Vienna, where he spent the rest of his life and died on March 26, 1827.

Beethoven was one of the first composers to make a living without being employed by the church or a member of the nobility. At first, he was known as a brilliant pianist, but when he was around 30 years old Beethoven began going deaf. Even though he could no longer hear well enough to play the piano, Beethoven composed some of his best music after he lost his hearing! When he could no longer hide his handicap, Beethoven used notebooks in which visitors could write what they wanted him to know, or equally ask what they wanted to know.

Here is an extract from his letter to his friend:

... For two years I have avoided almost all social gatherings because it is impossible for me to say to people "I am deaf". If I belonged to any other profession it would be

easier, but in my profession it is a **frightful** state.

Beethoven is considered one of the greatest musical **geniuses** who ever lived. He may be most **famous** for his nine **symphonies**, but he also wrote many other kinds of music: **chamber** and **choral** pieces, piano works, string **quartets**, and an **opera**.

• Notes •

1. Bonn 波恩。德国历史古城波恩，位于莱茵河中游两岸，北距科隆市21千米，扼莱茵河上游山地和下游平原的咽喉，地理位置重要，历史上为战略要地。

2. Vienna 维也纳。奥地利首都，同时也是奥地利的9个联邦州之一，是奥地利最大的城市和政治中心，位于多瑙河畔。



• New Words •

performer	/pə'fɔ:mə/	n.	表演者
composer	/kəm'pəuzə(r)/	n.	作曲家
employ	/ɪm'plɔɪ/	vt.	雇佣；使用
△nobility	/nəu'brɪləti/	n.	贵族；高贵
brilliant	/'brɪliənt/	a.	优秀的；闪耀的
*handicap	/'hændikæp/	n.	残疾
*extract	/'ekstrækt/	n.	摘录；提取
△gathering	/'gæðərɪŋ/	n.	聚会
△frightful	/'fraɪtfl/	a.	可怕的
genius	/'dʒi:nɪəs/	n.	天才
*symphony	/'sɪmfəni/	n.	交响乐
chamber	/'tʃeɪmbə(r)/	n.	室内音乐
△choral	/'kɔ:rəl/	n.	赞美诗；圣歌
△quartet	/'kwɔ:'tet/	n.	四重奏(曲)；四重唱(曲)
opera	/'ɒpərə/	n.	歌剧

注：单词前符号的标注说明见146页。

• Phrases •

after a while	不久，一会儿
even though	即使
make a living (by)	谋生；以……为生
be known as	被称之为
go deaf	耳朵变聋
no longer	不再
be famous for	以……而著名